- Identification	Label —
Teacher Name:	
Class Name:	
Teacher ID:	Teacher Link #:

Teacher Questionnaire

Main Survey 2001

PIRLS

IEA

Progress in International Reading Literacy Study

<PIRLS National Research Center Name>

<Address>

Teacher Questionnaire

Your school has agreed to participate in the IEA Progress in International Reading Literacy Study (PIRLS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating children's reading literacy in about 40 countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of reading worldwide.

This questionnaire is addressed to teachers of <fourth-grade> students, who are asked to supply information about their academic and professional backgrounds, classroom resources, and the instructional materials and activities used to teach reading and promote the development of students' reading skills and strategies. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe reading education in <country>.

Some of the questions in this questionnaire refer to "this class." This is the class which is identified on the front of this booklet, and which will be tested as part of PIRLS in your school.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in <country>. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that it will require approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and your contribution.

When you have completed the questionnaire, please place it in the accompanying envelope and return it to:

<Insert country-specific information here>.

Thank You.

PIRIS

Students in this Class

. How many students need <remedial> instruction in reading? </remedial>
. How many of the students in #4a receive <remedial> instruction in reading? students Write in a number.</remedial>
<pre><remedial a="" in="" instruction="" number.<="" pre="" reading?students="" write=""></remedial></pre>
Write in a number.
instruction because they are advanced readers?
<pre></pre> <pre></pre> <pre>Write in a number.</pre> <pre></pre>
Write in a number.

<Language of Test> Language Instruction and Homework

Questions 6-7 ask about < language of test>
language instruction for the <fourth-grade></fourth-grade>
students in this class.

Which of these best describes how you teach <language of test> to the <fourth-grade> students in this class?

This refers to language instruction or activities to foster reading, writing, speaking, literature, and other language skills.

Check one circle only.
usually do language activities or instruction as part of instruction in different curriculum areas.
usually do language activities or instruction as a separate subject.
do both of the above about equally

7

a. In a typical week, how much time do you spend on <language of test> language instruction and/or activities with the students?

Include instruction or activities in reading, writing, speaking, literature, and other language skills.

hours and	minutes	per week
Vrite in the hours and minutes.		•

b. How often do you assign < language of test> language activities for homework?

	Check one circle only.
do not assign homework	(Go to #8)
Less than once a week	0
1 or 2 times a week	0
3 or 4 times a week	0
Every day	0

c. In general, how much time do you expect students to spend on <language of test> language homework each time you assign it?

Check one circle c	nly
---------------------------	-----

Half-hour or less	0
Between a half-hour and 1 hour	0
1 hour or more	O

Reading Instruction

Questions 8-21 ask about reading instruction for the <<u>fourth-grade</u>> students in this class.

8

Which of these best describes how you teach reading to the <fourth-grade> students in this class?

Check **one** circle only.

l usually do reading activities or instruction as part of instruction in different curriculum areas.	0
l usually do reading activities or instruction as a separate subject	0
I do both of the above about equally	0

9

a. Regardless of whether or not you have formallyscheduled time for reading instruction, in a typical week about how much time do you spend on <u>reading</u> instruction and/or activities with the students?

Include things you do across curriculum areas and during formally-scheduled time for reading instruction.

hours and	minutes per week
Write in the hours and minutes.	

b. Is any of the time in #9a explicitly for formal reading instruction designed to develop or enhance reading comprehension skills?

Check **one** circle only.

If Yes...

c. How much time is explicitly for formal reading instruction?

hours and	minutes per week
Write in the hours and minutes.	

10

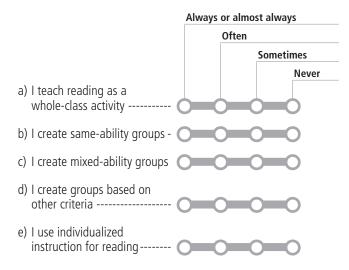
How often do you have reading instruction and/or do reading activities with the students?

Check one circle only.

Every day	0
Three or four days a week	0
Fewer than three days a week	\bigcirc

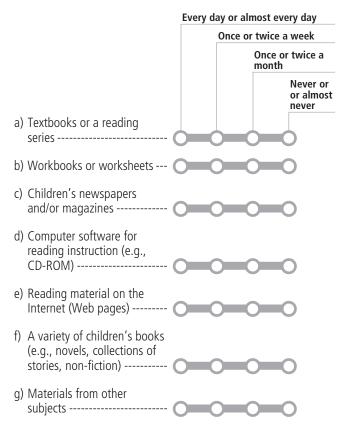
11

When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?



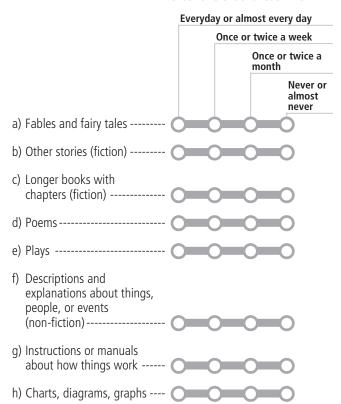
When you have reading instruction and/or do reading activities with the students, how often do you use the following resources?

Check one circle for each line.



13.

When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?



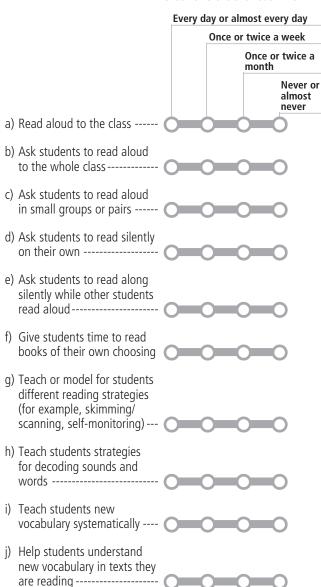
Which of these best describes how you use reading instructional materials for students at different reading levels?

Check one circle only.

I use the same materials with all students because all students are at the same reading level
I use the same materials with students at different reading levels, but have the students work at different speeds
I use the same materials with all students regardless of reading level and have students work at the same speed
I use different materials with students at different reading levels

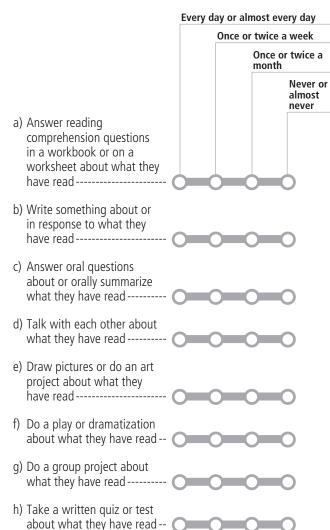
15₁

When you have reading instruction and/or do reading activities with the students, how often do you do the following?



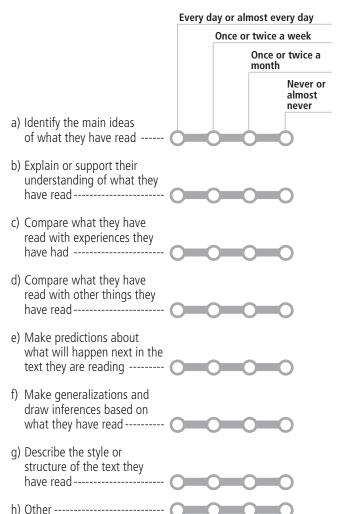
After students have read something, how often do you ask them to do the following?

Check one circle for each line.



17

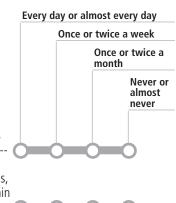
How often do you ask the students to do the following things to help <u>develop</u> <u>reading</u> <u>comprehension</u> <u>skills</u> <u>or</u> <u>strategies</u>?



18.

How often do you do the following as part of reading instruction?

Check one circle for each line.



a) Have students watch film versions of children's books or stories -----

b) Have students watch movies, videos, or television to obtain information -----

c) Have students compare material presented in different media -----

0	-0-	_0

19 :

Are computers available for use by your class?

Yes	0	
No	(If No, go to #20)	-

If Yes,

a. Where are computers available for use by your

Check one circle for each line.

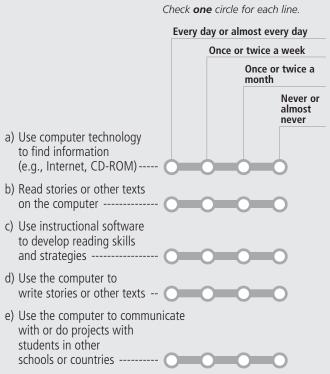
	res
	No
a) One or more computers available in the classroom	
b) Available elsewhere in the school	-

b. Do any of the computers have access to the Internet (e-mail or World Wide Web)?

Check one circle only.

Yes O	
No 🔘	

c. How often do you have students do the following computer activities?



Do you have a library or reading corner in your classroom?

Check **one** circle only.

Yes	0	
No	(If No, go to #21)	

If Yes,

Write in a number.

a. About how many books and magazines with different titles are in your classroom library?

_____different titles of books

Write in a number.

_____different titles of magazines

b. How often do you give the students in your class time to use the classroom library or reading corner?

Check **one** circle only.

Every day or almost every day --

Once or twice a week ---

Once or twice a month ---

Never or almost never --- O

c. Can the students borrow books from the classroom library or reading corner to take home?

Check **one** circle only.

Yes --- 🔘

No --- 🔘

How often do you take or send the students to the school library?

Check **one** circle only.

This school does not have a library
Every day or almost every day O
Once or twice a week
Once or twice a month
Never or almost never

Reading Difficulties

Questions 22-23 ask about homework for the < fourth-grade > students in this class.

Questions 24-25 ask about how you deal with reading difficulties of <<u>fourth-grade</u>> students in this class.

22

How often do you assign reading as part of homework (for any subject)?

Check **one** circle only.

I do not assign reading for homework (Go to #24)	
Less than once a week	
1 or 2 times a week	
3 or 4 times a week O	
Every day 🔘	

23.

In general, how much time do you expect students to spend on homework involving <u>reading</u> (for any subject) each time you assign it?

Check one circle only.

O	30 minutes or less
O	31-60 minutes
O	nore than 60 minutes

24

Are the following resources <u>available</u> to you to deal with students who have difficulty with reading?

Check one circle for each line.

		Always		
			Sometimes	
			Never	
a)	A <reading specialist=""> is available to work in my classroom with those students</reading>	0—0		
b)	A <reading specialist=""> is available to work in a <remedial reading<br="">classroom> with those students</remedial></reading>	0—0		
c)	A teacher-aide or other adult is available to work in my classroom with those students	O—C	—	
d)	Other professionals (e.g., learning specialist, speech therapist) are available to			

work with those students ----

What do you usually do if a student begins to fall behind in reading?

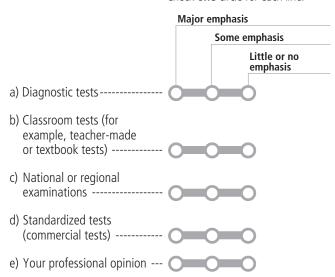
Check **one** circle for each line.

	Yes
	No
a) I wait to see if performance improves with maturation	
b) I spend more time working on reading individually with that student (0=0
c) I have other students work on reading with the student having difficulty	0-0
d) I have the student work in the regular classroom with a teacher-aide	0-0
e) I have the student work in the regular classroom with a <reading specialist=""></reading>	0-0
f) I have the student work in a remedial reading classroom with a <reading specialist=""></reading>	
g) Other	\circ

Questions 26-28 ask about assessment for the <<u>fourth-grade</u>> students in this class.

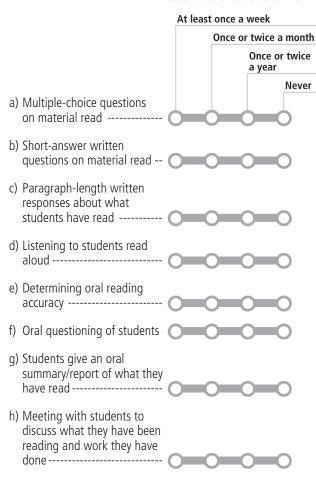
26.

How much emphasis do you place on the following sources to monitor students' progress in reading?



How often do you use each of the following to assess students' performance in reading?

Check one circle for each line.



28.

How much are portfolios (collection of samples of students' work, a reading log, etc.) a part of your assessment of students' progress in <u>reading</u>?

Check one circle only.

Major source	C
Supplementary source	C
Do not use at all	C

29

Indicate the extent to which you agree or disagree with the following statements about professional development opportunities at your school.

Check one circle for each line.

		Strongly agree			
			Agree		
			Disagree		
					trongly isagree
a)	This school offers me adequate time for professional development			-	
b)	This school offers me an active professional development program for teaching reading		—	—	
c)	This school offers incentives for me to improve my classroom management and instructional techniques		—	—	

30₁

About how often do you have meetings with other teachers to discuss and plan <u>reading</u> curriculum or teaching approaches?

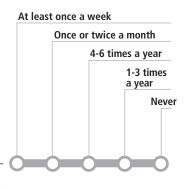
Check one circle only.

0	Every day
0	Two or three times a week
0	Once a week
0	Once a month
0	Every other month
0	Once or twice a year
	Never

31.

For the typical <fourth-grade> student in this class, how often do you do these things?

Check **one** circle for each line.



- a) Meet or talk with the child's parents to discuss his/her progress in <language of test> ------
- b) Send examples of the child's classroom work in <language of test> home to his/her parents ----

0-0-0-0

33 —

By the end of this school year, how many years will you have been teaching altogether?

Please **round** to the nearest whole number.

34

By the end of this school year, how many years in total will you have been teaching <fourth grade>?

Please **round** to the nearest whole number.

32

About how many <fourth-grade> students in this class do you expect will grow up to be good readers?

Check one circle only.

All or almost all
More than half
About half
Less than half
None or very few

35₁

How old are you?

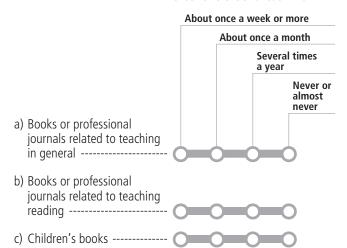
Check one circle only.

Under 25	0
25-29	0
30-39	0
40-49	0
50-59	0
60 or more	0

	39	
Are you female or male? Female	As part of your formal education ar what extent did you study the follo	
Male		cle for each line.
	Not at all Ove	rview or introductio opic It was an area of emphasis
What is the highest level of formal education you have completed?	a) <language of="" test=""></language>	
Check one circle only.	b) Literature	
Did not complete <isced< td=""><td>c) Pedagogy/teaching reading -</td><td></td></isced<>	c) Pedagogy/teaching reading -	
Level 3>	d) Psychology	
<isced 4="" level=""> O</isced>	e) Remedial reading	
<isced 5="" level=""> or higher O</isced>	f) Reading theory	
	g) Children's language development	
	h) Special education	
	i) Other	
Do you have a <teaching certificate="">? Check one circle only. Yes</teaching>	In the past two years, how many he you spent in <in-service (e.g.,="" d="" dealt="" methods)?<="" or="" professions="" reading="" reinstructional="" seminars="" teaching="" th="" that="" workshops=""><th>al developme irectly with</th></in-service>	al developme irectly with
No 🔘	Check one cir	cle only.
	None O	
	Less than 6 hours O	
	6-15 hours O	
	16-35 hours O	
	More than 35 hours	

For your professional development, about how often do you read each of the following?

Check **one** circle for each line.



43.

Besides you, do any other teachers teach the <fourth-grade> students in this class for a significant portion of the school week?

Check one circle only.

No, I am the students' teacher for all or most of the school week
Yes, the students have different teachers for different subjects (e.g., math, science, language)
Yes, I share teaching responsibilities with one other teacher (e.g., team teaching, job sharing)
Other
Please describe

42

When you are at home, how often do you read for the following reasons?

Check **one** circle for each line.

	Every day or almost every day			
		Once or twice a week		
			Once or twice a month	
				Never or almost never
a) For work	\bigcirc	\rightarrow		
b) For enjoyment (—	—	
c) To get news				
d) For my education/school)
e) Other reasons				

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About how long did it take you to complete this questionnaire?

_____minutes Write in a number.

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.

Notes

Notes



Teacher Questionnaire

PIRLS Ref. No. 01-0011